

REDLINE VERSION

NEW ENDORSEMENT

*Includes 2012 CEC Advanced Standards
and CEC 2013 Indicators (Draft)*

7.15.13 – Special Education Ad Hoc

8.23.13 – NCTE Exec Comm

**Special Education Supervisor
Endorsement Guidelines
to Accompany Rule 24
(Adopted by the State Board
of Education on / /20)**

005.03 Special Education Supervisor

005.03A Grade Levels: Birth through Grade 12

005.03B Endorsement Type: Field / Administrative

005.03C Persons with this endorsement may serve in all special education administrative and supervisory roles in Nebraska schools providing services for students with disabilities, birth through age 21.

005.03D Certification Endorsement Requirements: The Special Education Supervisor endorsement shall require a minimum of 36 graduate semester hours related to educational leadership and special education administration coursework, and include an internship experience in special education supervision.

005.03D1 Additional Requirements: For admission to the program of study leading to this endorsement, the applicant must have or be eligible to hold a valid regular teaching certificate with a Special Education endorsement; and

005.03D2 Have completed two (2) years of teaching in an approved or accredited school system.

005.03E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.**

Through the courses identified in its plan, the institution must provide candidates for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on the Council for Exceptional Children (CEC), Advanced Preparation Standards (2012) and the CEC Advanced Special Education Administrator Specialty Set (2013).

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Advanced Standard 1. Assessment

Special Education Supervisors use valid and reliable assessment practices to minimize bias.

Element 1.1 Special education supervisors minimize bias in assessment.

Element 1.2 Special education supervisors design and implement assessments to evaluate the effectiveness of practices and programs.

Indicators include, but are not limited to: (Advanced Common Core Indicators are assumed.)

(SEA1 K1) Models, theories, and practices used to evaluate educational programs and personnel serving individuals with disabilities and their families.

(SEA1 S1) Advocates for and implements procedures for the participation of individuals with disabilities in accountability systems.

(SEA1 S2) Develops and implements ongoing evaluations of education programs and personnel.

(SEA1 S3) Designs and implements evaluation procedures that improve instructional content and practices.

Advanced Standard 2. Curricular Content Knowledge

Special Education Supervisors use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

Element 2.1 Special education supervisors align educational standards to provide access to challenging curriculum to meet the needs of individuals with disabilities.

Element 2.2 Special education supervisors continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.

Element 2.3 Special education supervisors use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with disabilities.

Indicators include, but are not limited to:

(SEA2 K1) Instruction and services needed to support access to the general curriculum for individuals with disabilities.

(SEA2 K2) Develops and implements an administrative plan that supports the use of instructional and assistive technologies.

(SEA2 K3) Provides ongoing supervision of personnel working with individuals

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with disabilities and their families.

Advanced Standard 3. Programs, Services, and Outcomes

Special Education Supervisors facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with disabilities.

- Element 3.1 Special education supervisors design and implement evaluation activities to improve programs, supports, and services for individuals with disabilities.
- Element 3.2 Special education supervisors use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with disabilities.
- Element 3.3 Special education supervisors apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with disabilities.
- Element 3.4 Special education supervisors use instructional and assistive technologies to improve programs, supports, and services for individuals with disabilities.
- Element 3.5 Special education supervisors evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with disabilities.

Indicators include, but are not limited to:

- (SEA3 K1) Programs and services within the general curriculum to achieve positive school outcomes for individuals with disabilities.
- (SEA3 K2) Programs and strategies that promote positive school engagement for individuals with disabilities.
- (SEA3 S1) Develops and implements a flexible continuum of services based on effective practices for individuals with disabilities and their families.
- (SEA3 S2) Develops and implements programs and services that contribute to the prevention of unnecessary referrals.
- (SEA3 S3) Develops data-based educational expectations and evidence-based programs that account for the impact of diversity on individuals and their families.

Advanced Standard 4. Research and Inquiry

Special Education Supervisors conduct, evaluate, and use inquiry to guide professional practice.

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- Element 4.1 Special education supervisors evaluate research and inquiry to identify effective practices.
- Element 4.2 Special education supervisors use knowledge of the professional literature to improve practices with individuals with disabilities and their families.
- Element 4.3 Special education supervisors foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

Indicators include, but are not limited to:

- (SEA4 K1) Research in administrative practices that supports individuals with disabilities and their families.
- (SEA4 S1) Engages in data-based decision-making for the administration of educational programs and services that supports individuals with disabilities and their families.
- (SEA4 S2) Joins and participates in professional administrative organizations to guide administrative practices when working with individuals with disabilities and their families.

Advanced Standard 5. Leadership and Policy

Special Education Supervisors provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

- Element 5.1 Special education supervisors model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with disabilities.
- Element 5.2 Special education supervisors support and use linguistically and culturally responsive practices.
- Element 5.3 Special education supervisors create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with disabilities and their families.
- Element 5.4 Special education supervisors advocate for policies and practices that improve programs, services, and outcomes for individuals with disabilities.
- Element 5.5 Special education supervisors advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with disabilities.

Indicators include, but are not limited to:

- (SEA5 K1) Models, theories, and philosophies that provide the foundation for the administration of programs and services for individuals with disabilities and their families.

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- (SEA5 K2) Historical and social significance of the laws, regulations, and policies as they apply to the administration of programs and the provision of services for individuals with disabilities and their families.
- (SEA5 K3) Local, state, and national fiscal policies and funding mechanisms in education, social, and health agencies as they apply to the provision of services for individuals with disabilities and their families.
- (SEA5 S1) Interprets and applies current laws, regulations, and policies as they apply to the administration of services to individuals with disabilities and their families.
- (SEA5 S2) Applies leadership, organization, and systems change theory to the provision of services for individuals with disabilities and their families.
- (SEA5 S3) Develops a budget in accordance with local, state, and national laws in education, social, and health agencies for the provision of services for individuals with disabilities and their families.
- (SEA5 S4) Engages in recruitment, hiring, and retention practices that comply with local, state, and national laws as they apply to personnel serving individuals with disabilities and their families.
- (SEA5 S5) Communicates a personal inclusive vision and mission for meeting the needs of individuals with disabilities and their families.

Advanced Standard 6. Professional and Ethical Practice

Special Education Supervisors use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with disabilities.

- Element 6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education supervisor leadership.
- Element 6.2 Special education supervisors model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with disabilities and their families.
- Element 6.3 Special education supervisors model and promote respect for all individuals and facilitate ethical professional practice.
- Element 6.4 Special education supervisors actively participate in professional development and learning communities to increase professional knowledge and expertise.

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Element 6.5 Special education supervisors plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.

Element 6.6 Special education supervisors actively facilitate and participate in the preparation and induction of prospective special educators.

Element 6.7 Special education supervisors actively promote the advancement of the profession.

Indicators include, but are not limited to:

(SEA6 K1) Ethical theories and practices as they apply to the administration of programs and services with individuals with disabilities and their families.

(SEA6 K2) Adult learning theories and models as they apply to professional development programs.

(SEA6 K3) Professional development theories and practices that improve instruction and instructional content for individuals with disabilities.

(SEA6 K4) Impact of diversity on educational programming expectations for individuals with disabilities.

(SEA6 K5) Principles of representative governance that support the system of special education administration and supervision.

(SEA6 S1) Communicates and demonstrates a high standard of ethical administrative practices when working with staff serving individuals with disabilities and their families.

(SEA6 S2) Develops and implements professional development activities and programs that improve instructional practices and lead to improved outcomes for individuals with disabilities and their families.

Advanced Standard 7. Collaboration

Special Education Supervisors collaborate with stakeholders to improve programs, services, and outcomes for individuals with disabilities and their families.

Element 7.1 Special education supervisors use culturally responsive practices to enhance collaboration.

Element 7.2 Special education supervisors use collaborative skills to improve programs, services, and outcomes for individuals with disabilities.

Element 7.3 Special education supervisors collaborate to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with disabilities.

Indicators include, but are not limited to:

(SEA7 K1) Collaborative theories and practices that support the administration and supervision of programs and services for individuals with disabilities and their families.

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- (SEA7 K2) Administrative theories and models that facilitate communication among all stakeholders.
- (SEA7 K3) Importance and relevance of advocacy at the local, state, and national level for individuals with disabilities and their families.
- (SEA7 S1) Utilizes collaborative approaches for involving all stakeholders in educational planning, implementation, and evaluation.
- (SEA7 S2) Strengthens the role of parent and advocacy organizations as they support individuals with disabilities and their families.
- (SEA7 S3) Develops and implements intra- and interagency agreements that create programs with shared responsibility for individuals with disabilities and their families.
- (SEA7 S4) Develops seamless transitions of individuals with disabilities across educational continuum and other programs from birth through adulthood.
- (SEA7 S5) Implements collaborative administrative procedures and strategies to facilitate communication among all stakeholders.
- (SEA7 S6) Engages in leadership and supervision practices that support shared decision making.
- (SEA7 S7) Demonstrates the skills necessary to provide ongoing communication, education, and support for families of individuals with disabilities.
- (SEA7 S8) Consults and collaborates in administrative and instructional decisions at the school and district levels.

Special Education Leader Work Group: (11.19.12)

Julia Allen, Omaha Public Schools

Jane Byers, Papillion-LaVista Public Schools, NASES Region II

Stuart Clark, ESU 1

Patricia Cruzeiro, UNK

Jenny Fundus, Lincoln Public Schools

Richard Hasty, Plattsmouth Public Schools

Steve Milliken, Omaha Westside Public Schools

Reece Peterson, UN-L

Jennifer Piening, Malcolm Public School

Becky Schnabel, UNO

NDE Staff

Carol McClain, Special Education

Sharon Katt, Adult Program Services

Kevin Peters, Teacher Certification

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Marge Harouff, NDE Consultant

Pat Madsen, Adult Program Services

NOTES:

There was a Special Education Administrator endorsement for about ten years (late 1980's). No knowledge about why it was removed from Rule 24.

Rule 24 currently has Curriculum Supervisor, and some institutions offer this endorsement with a Special Education emphasis, but a Curriculum Supervisor is not the same job as a Special Education Supervisor. Work Group discussion included the need for this endorsement and the requirements necessary. Lengthy discussion about requiring “special education teaching experience” v. “teaching experience”. It was the consensus of the work group that a special education endorsement and teaching experience would allow for needed flexibility in hiring the best-qualified candidate for a position. (NDE Legal also advised “teaching experience” for Attorney General review/approval.)

AD HOC COMMITTEE ON: Special Education Supervisor, Special Education Supplemental Endorsements (Behavior Intervention, Early Intervention, Functional Academics, Inclusion and Collaboration, Secondary Transition), Assistive Technology, Deaf and Hard of Hearing, Visual Impairment, Audiologist

Based on NCTE Organizational Policies, Approved March, 2013; 10-12 members

JULY 12, 2013—9:00 A.M.-4:00 P.M. LOCATION — CONCORDIA FALLBROOK

AD HOC COMMITTEE MEMBERSHIP CRITERIA	AD HOC COMMITTEE NOMINEES
Practitioners currently endorsed and employed in approved or accredited public or private schools in the endorsement area at the grade levels under consideration.	1. Mary Schlieder, Norris Public Schools (D1) mary.schlieder@nsdtitans.org Can't attend 2. Molly Elge, Grand Island Public Schools (D6) melge@gips.org 3. Donna Moss, Hastings Public Schools (D5) dmoss@esu9.org
Faculty members from a college or department of education who are teaching professional education courses or serve as the certification official at an approved educator preparation institution.	1. Dawn Mollenkopf, UNK (D6) mollenkopfdl@unk.edu 2. Becky Schnabel, UNO (D8)/Certification Official bschnabel@unomaha.edu
Specialists in the content area which might include Arts and Science college faculty or persons drawn from professional practice in the endorsement area.	1. Kris Swain, UNO (D8) (leaving mid-afternoon) kswain@unomaha.edu 2. Sue Kemp, UN-L (D1) skemp2@unl.edu
Administrative or supervisory personnel from approved or accredited public or private schools with responsibility for supervision, leadership or personnel functions at the grade levels and/or in the content area.	1. Dr. John Skretta, Norris Public john.skretta@nsdtitans.org 2. Peggy Romshek, Mitchell Public Schools (D7) promshek@panesu.org

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Representation from the NCTE Standing Committee to which the endorsement has been assigned. (Graduate Standing Committee)	Doreen Jankovich, OPS (D8) Doreen.Jankovich@ops.org doreen.jankovich@gmail.com
A NDE representative who has responsibilities related to the endorsement area and who may also serve as the <i>Ad Hoc Committee</i> chair.	1. Carol McClain, Special Education (D1) carol.mcClain@nebraska.gov 2. Teresa Coonts, B/VI (D4) teresa.coonts@nebraska.gov 3. Rhonda Fleischer, ESU #9 (DHH) (D6) rfleisch@esu9.org
Representatives of national/state specialty professional associations or professionals drawn from areas of employment related to the content area.	1. Stuart Clark, ESU #1 (NASES) (D3) sclark@esu1.org 2. Jay Sears, NSEA (D1) jsears@nsea.org
Additional PK-12 school practitioners or higher education faculty members to equalize the representation between these two groups.	1. Teacher—Bev White, LPS (D1) whiteb@lps.org Can't attend 2. Higher Ed—Greg Zost, Peru State (D5) GZost@peru.edu
A NDE designee, who will be a non-voting member and serve as a consultant for the <i>ad hoc</i> committee.	Sharon Katt, NDE sharon.katt@nebraska.gov Pat Madsen, NDE pat.madsen@nebraska.gov Kevin Peters, NDE kevin.peters@nebraska.gov